Specialist High Skills Major

Sector-Specific Guide

Arts and Culture

DRAFT 2007–2008

reach every student

Ontario

2008-01893/

Contents

A.	Overview	2
B.	Advantages of Earning a Specialist High Skills Major (SHSM) in Arts and Culture	3
C.	Required Components for the SHSM–Arts and Culture	5
D.	Pathways for the SHSM–Arts and Culture	12
E.	Occupations in the Arts and Culture Sector	16
F.	Postsecondary Programs and Training Related to Careers in the Arts and Culture Sector	18
G.	Resources	22
H.	Appendices	25
Program Profiles		**39**

A. Overview

The Specialist High Skills Majors (SHSM), launched in September 2006, are part of the Student Success Strategy initiative, which focuses on expanding quality learning opportunities and supporting success for all students. The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD). This career-focused program is also designed to help prepare students to make the transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

The ministry has published the *Specialist High Skills Major Implementation Guide*, as well as sector-specific guides, like this one, for each of the SHSM economic sectors. Boards and schools are strongly encouraged to refer to the *SHSM Implementation Guide* along with the SHSM sector-specific guides when planning and implementing an SHSM.

This guide provides information about the five required components of the SHSM–Arts and Culture, sample pathways for the SHSM, examples of postsecondary programs in the sector, a list of resources, and profiles of the programs that were being offered in Ontario schools in 2007–08.

B. Advantages of Earning a Specialist High Skills Major (SHSM) in Arts and Culture

According to Statistics Canada,*

> *Arts and culture are essential elements in the new global economy – not only for their entertainment value but also for the skills they develop in individuals. An arts education, for example, challenges people to think critically and to solve problems creatively – skills that are now in high demand. During the 1990s, the culture sector labour force grew by 31 per cent, compared to 20 per cent for Canada's labour force as a whole.*

The SHSM–Arts and Culture enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, a college or university program, or an entry-level position in the workplace. Depending on local circumstances, the SHSM–Arts and Culture may be designed to have a particular focus – for example, on dance, dramatic arts management, or technical production.

Pursuing the Specialist High Skills Major–Arts and Culture enables students to:

- customize their secondary school education to suit their interests and talents while meeting the requirements for the OSSD;
- select a bundle of 8 required credits focused on sector-specific knowledge and skills that are:
  - valued by the arts and culture sector and postsecondary educational institutions;
  - designed to help prepare students for a postsecondary destination of their choice in this economic sector;
  - designed with the flexibility to allow students to shift between pathways (e.g., switch from a pathway leading to college to an apprenticeship pathway) or to discontinue the SHSM program should their career plans change in Grade 11 or 12;
- provide evidence of achievement of the required components of the SHSM (e.g., sector-recognized certifications) for prospective employers and postsecondary educational institutions;
- explore, identify, and refine career goals and make informed decisions about their postsecondary options;
- take part in "reach ahead" experiences that will help them gain confidence in their ability to be successful, refine skills and work habits, and make an informed choice about future careers and next steps;

* As quoted on the Canada Council for the Arts website, at www.canadacouncil.ca. Retrieved November 28, 2007.

- develop Essential Skills and work habits that are required in the sector, and have their performance of those skills and wo ': habits assessed and documented, using tools connected with the Ontario Skills Passport;
- access resources, equipment, and expertise that may not be available in their secondary school.

C. Required Components for the SHSM–Arts and Culture

Required Components for the SHSM–Arts and Culture

1. a bundle of 8 Grade 11 and Grade 12 credits that includes:
   - i) 4 arts and culture major credits that provide sector-specific knowledge and skills;
   - ii) 2 other required credits from the Ontario curriculum, in English and business studies, in which some expectations are met through learning activities contextualized to the arts and culture sector;
   - iii) 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, apply, and practise sector-specific knowledge and skills
2. 6 sector-recognized certifications and/or training courses/programs (3 compulsory and 3 from a list of additional certifications and training courses/programs)
3. experiential learning activities within the sector
4. "reach ahead" experiences connected with the student's postsecondary pathway
5. development of Essential Skills and work habits required in the sector, and use of the Ontario Skills Passport (OSP) for purposes of documentation

Students earning an SHSM receive an OSSD with the red SHSM seal as well as an SHSM Record that documents the student's achievement of the required components.

The five required components for an SHSM diploma designation are designed to give students a rich and varied range of curriculum-based and experiential learning experiences, as a foundation for making a successful transition to their chosen postsecondary education or training program or occupation.

Local circumstances, such as facilities and equipment, staff qualifications, partnerships, and agreements, determine how the SHSM's required components can be offered to students. Depending on these circumstances, the components may be delivered in a secondary school, college, training centre, other approved site, or a combination of these delivery settings. See the *SHSM Implementation Guide* for more information on delivery models.

No substitutions for any of the five required components of an SHSM are permitted.

1. Bundled Credits

Each SHSM has a bundle of credits that consists of major credits, other required credits, and cooperative education credits. The bundle for the SHSM–Arts and Culture consists of:

i) 4 major credits;

ii) 2 other required credits;*

iii) 2 cooperative education credits.

The credits in the bundle prepare students for one of four postsecondary options – apprenticeship training, college, university, or the workplace.

i) Major credits

Each SHSM has four major credits that enable students to build a foundation of sector-focused knowledge and skills. The major credits may be:

- credits for Ontario curriculum courses;
- credits for ministry-approved locally developed courses (LDCs); or
- dual credits, which are subject to their own approval policies and procedures.

An SHSM can be designed to focus on a specific area within the given sector – for example, the SHSM–Arts and Culture can focus on dance, visual arts, dramatic arts, music, media arts, technical production, or some other area of arts and culture. This focus is achieved through the selection of the four major credits in the bundle. Depending on local circumstances, boards may elect to offer one or more variants of the SHSM in a given sector, each with a particular area of focus. Where a choice of focus areas is offered, students are required to select *one*.

ii) Other required credits

In addition to the major credits, each SHSM includes *other required credits* from the Ontario curriculum. (In the SHSM–Arts and Culture, the other required credits are in English and business studies.) These courses are delivered by the teachers of the required subjects, and involve the use of contextualized learning activities (CLAs), which enable students to connect their learning in these courses to their SHSM sector. CLAs are based on curriculum expectations from the required course. One or more CLAs, totalling a minimum of six hours in length, must be incorporated into each required course. (A CLA template is provided in Appendix A.)

iii) Cooperative education credits

Cooperative education provides authentic learning experiences in a workplace setting that enable students to refine, extend, apply, and practise the sector-specific knowledge and skills acquired in the bundle of credits. Each SHSM requires that students complete a minimum of two credits in cooperative education linked to the major credits. (More than two credits are recommended, if the student's timetable permits.)

* SHSMs in other sectors may require 3 or 4 "other" credits. For details, see the other sector-specific guides.

Students may earn their minimum of two cooperative education credits in Grade 11 and/or Grade 12, as a single credit in each grade or a double credit in one grade. (Students in the university pathway, however, are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.) Depending on local circumstances, students may have to complete their cooperative education credits through continuing education, in the summer, or through virtual cooperative education. See *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*.

Summary of the Required Credits in the Bundle for the SHSM–Arts and Culture

The 8 required credits in the bundle for the SHSM–Arts and Culture are identified in the table below. No substitutions for the credits in the bundle are allowed, and the credits must be at the specified grade level. School boards are required to submit for ministry approval their proposed pathway chart for each SHSM offered by their schools, indicating the credits in each bundle by pathway and, where applicable, by area of focus. Once a credit bundle is approved, the board may not change any of the credits in the bundle for that school year.

Required Credits in the Bundle for the SHSM–Arts and Culture

Credits	Apprenticeship Training		College		University		Workplace	
	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12	Gr. 11	Gr. 12
Arts and Culture Major*	2	2	2	2	2	2	2	2
English		1		1		1		1
Business Studies	1		1		1		1	
Cooperative Education	2		2		2		2	
Total number of credits	8		8		8		8	

* Communications Technology courses from the Ontario technological education curriculum may be taken as major credits for some Arts and Culture SHSMs (e.g., those focused on technical production). In the technological education curriculum, multiple credits allow additional instructional time for the practice and refinement of skills needed to develop student performance to the levels required for certification, entry into apprenticeship programs, or participation in school–work transition programs (see *The Ontario Curriculum, Grades 11 and 12: Technological Education, 2000*, page 6).

A pathways chart is given on page 14, showing subjects and courses that students could take to explore the SHSM–Arts and Culture in Grades 9 and 10, and courses they would have to take in Grades 11 and 12 to complete this specialized program. Sample bundles of credits that would meet the requirements for the SHSM–Arts and Culture are provided on page 15.

2. Sector-Recognized Certification and Training

Sector-recognized certifications and training courses/programs, including those addressing safety, are important for students who are working towards the SHSM and provide them with an advantage when they are entering the workforce, whatever their chosen career goal may be.

Certification and training courses/programs must:

- be delivered by a certified trainer – a person recognized by the certification provider or by the sector as an authority. (This requirement does not apply to WHMIS.);
- include an assessment and evaluation component;
- include, wherever possible, documentation such as a certificate or other proof of completion for the student's portfolio and the student's SHSM Record. The SHSM Record will indicate the title of each certification earned or training course/program completed, the number of hours involved, and the date the certification/training was completed.

The SHSM in arts and culture requires students to complete six (6) sector-recognized certifications and/or training courses. Of these, three (3) are compulsory and the remaining three (3) are to be chosen from the list in the following chart. These requirements are summarized below:

SHSM–Arts and Culture – Sector-Recognized Certification and Training

Three (3) compulsory			
Standard First Aid	Cardio-Pulmonary Resuscitation (CPR)	generic (i.e., not site-specific) instruction about the Workplace Hazardous Materials Information System (WHMIS)	
Three (3) from the list below			
customer service	elevating work platforms	fall protection	health and safety
instructor certification	lighting and sound equipment maintenance	make-up/cosmetology	musical instrument repair
proper lifting and carrying techniques	pyrotechnics	recording equipment	sewing
stage combat	taping for dance performance	technical support (e.g., lighting, sound)	training in an art form or technique (e.g., mime, tap dancing, improvisation)

Note: Items that are capitalized are the *proper names* of specific certifications or training courses/programs that are appropriate for the SHSM. Items that are lowercased are names of the areas or categories within which specific certification or training courses/programs should be selected by the school or board.

Boards and schools may provide opportunities for students to complete additional training.

> **No substitutions for items in the above lists or changes in the *number* of required certifications and training courses/programs are permitted.**

3. Experiential Learning Activities

The SHSM experiential learning requirement consists of planned learning activities that take place outside the traditional classroom setting. Experiential learning, which can include job shadowing, job twinning, work experience, virtual work experience, and cooperative education (see Appendix B), enables students enrolled in the SHSM to find out about opportunities available to them in connection with the careers that interest them.

Experiential learning activities give students opportunities to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. They also enable students to increase their awareness of, and develop, the Essential Skills and work habits required in the sector, and have their performance of those skills and habits assessed and documented, using tools connected with the Ontario Skills Passport. An experiential assignment or task could require students to identify examples of how the Essential Skills are applied in specific trades and administrative and management occupations in an arts and culture business.

Experiential learning opportunities could include:

- one-on-one observation of a cooperative education student in a placement in the arts and culture sector (example of job twinning);
- a day-long observation of an artist (example of job shadowing);
- a one- or two-week work experience with a member of an industry association or a professional in the sector (example of work experience);
- participation in a local, provincial, or national competition focused on one of the arts;
- attendance at a sector trade show, conference, symposium, or job fair;
- a tour of a local theatre, museum, studio, or art gallery.

An experiential learning activity connected with the student's postsecondary pathway can be considered a "reach ahead" experience (see section 4, below). For example, job shadowing a choreographer would be an experiential learning activity for all students in an Arts and Culture SHSM, but it could also be a "reach ahead" experience for a student considering a career as a choreographer. Note, however, that the activity can be recorded *only once* on the student's SHSM Record – as either an experiential learning activity or a "reach ahead" experience. This restriction reflects the expectation, described earlier, that the student's SHSM program will offer a rich and varied range of experiential learning opportunities.

Cooperative education is also a form of experiential learning. However, for the purposes of the SHSM program requirements and the student's SHSM Record, the two cooperative education credits must be counted as part of the SHSM bundled credit requirement.

Experiential learning placements for students must be arranged by the school and must meet the following requirements:

- A placement must be assessed by a teacher before the student is assigned to it to ensure that the placement offers a positive learning environment and a safe workplace. (*See Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools*, 2000. Available online at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.)
- A placement must have Workplace Safety and Insurance Board coverage through the ministry or the workplace.(See Policy/Program Memorandum No. 76A, September 27, 2000; excerpted in Appendix B of the *SHSM Implementation Guide*.)

For more information consult *Live Safe! Work Smart! Appendix for Cooperative Education and Other Forms of Experiential Learning*, at www.livesafeworksmart.net/english/coop/coop_appdx.htm.

For a summary of the regulations governing age requirements for working in and visiting workplaces in Ontario, see Appendix C.

4. "Reach Ahead" Experiences

Students in the SHSM in arts and culture must have learning experiences connected with their postsecondary pathway. "Reach ahead" experiences can range from visiting a college to investigate the program a student is considering, to sitting in on university classes in a student's field of interest, to discussing the postsecondary education, training, and experiences of someone in the occupation a student is interested in. These experiences can vary in length – from a few hours to the time necessary for a full course. Examples include:

- *Workplace:* discussing training with a special effects technician
- *Apprenticeship training:* assisting a gem setter/goldsmith at a local craft show
- *College:* observing classes in the student's area of interest in a college arts program
- *University:* interviewing a museum or art gallery curator
- *All pathways:* volunteering at a community arts festival

Every "reach ahead" experience should have an assignment or task associated with it. For example, the assignment for a student considering an apprenticeship pathway could be to interview an artist to discover details about his or her training, and to write a report summarizing the artist's answers.

5. Development of Essential Skills and Work Habits, and Use of the Ontario Skills Passport (OSP) for Purposes of Documentation

Human Resources and Social Development Canada (HRSDC) has identified and validated the Essential Skills that people need for life, learning, and work. Essential Skills are foundational skills that make it possible to learn technical skills and other job- or workplace-specific skills.

They are skills that enable people to perform tasks required in their jobs and to participate fully in the workplace and in the community. These Essential Skills are transferable from school to work, job to job, and sector to sector. The Ministry of Education and the Ministry of Training, Colleges and Universities have developed the Ontario Skills Passport (OSP) on the basis of the HRSDC's Essential Skills. The OSP also incorporates work habits that are beneficial not only for work but also for life and learning. The skills and work habits included in the OSP are as follows:

Essential Skills	Work Habits
• Reading Text • Writing • Document Use • Computer Use • Oral Communication *Numeracy* • Money Math • Scheduling or Budgeting and Accounting • Measurement and Calculation • Data Analysis • Numerical Estimation *Thinking Skills* • Job Task Planning and Organizing • Decision Making • Problem Solving • Finding Information	• Working Safely • Teamwork • Reliability • Organization • Working Independently • Initiative • Self-Advocacy • Customer Service • Entrepreneurship

The Ontario Skills Passport provides clear descriptions of Essential Skills that are used in nearly all occupations and of work habits that are important for success in the workplace. The OSP provides a common language that helps students build competence and confidence and make connections between school and their prospective careers. The OSP also provides employers with a consistent method of assessing the student's demonstration of these skills and work habits in the workplace.

Sector representatives consulted on the development of the SHSMs emphasized the importance of the Essential Skills and work habits included in the OSP. Students pursuing an SHSM–Arts and Culture track their development of Essential Skills and work habits in their OSP Work Plan throughout their experiential learning activities (including cooperative education placements and "reach ahead" experiences). In consultation with the teacher, employers assess each student's demonstration of Essential Skills and work habits identified in the OSP and record their assessments in the student's OSP Work Plan.

See the *SHSM Implementation Guide* for more information about the OSP and how it can be used in connection with an SHSM program. The OSP website (http://skills.edu.gov.on.ca) also offers resources for the use of the OSP in SHSM programs.

D. Pathways for the SHSM–Arts and Culture

This section contains the following:

- ideas that schools and boards can use to promote awareness and exploration of the SHSM–Arts and Culture among students and to help students as they make the decision to specialize in this program
- a chart showing a pathways template for completing the SHSM–Arts and Culture
- a chart that contains sample bundles of credits for the SHSM–Arts and Culture

Strategies for Promoting and Suggestions for Planning the SHSM–Arts and Culture

Grades 7 and 8: Awareness

The following are examples of strategies that boards and schools can use to build Grade 7 and 8 students' awareness of the SHSM program:

- organize field trips, competitions, and activities in the community that are specific to the SHSM
- host presentations or talks on careers with guest speakers and mentors from the sector
- hold a summer program sponsored by the sector before students enter secondary school
- organize experiences at a secondary school in the program related to this sector
- invite current SHSM–Arts and Culture students to share their experiences

Grades 9 and 10: Exploration

Students who are considering pursuing the SHSM–Arts and Culture can be encouraged to enrol in the following courses to become better informed about careers and postsecondary options related to the arts and culture sector:

- A Grade 9 arts course *or* Integrated Technologies: Recommended because they allow students to develop skills and acquire knowledge in a particular area of arts and culture and to benefit from developing the skills and gaining the knowledge at an earlier age.
- Career Studies (compulsory) and Discovering the Workplace: Some of the expectations in these Grade 10 courses provide opportunities for students to explore occupations and other postsecondary options in the sector and to participate in experiential learning activities.

- A Grade 10 course in the arts or technological education is recommended for students considering enrolment in the SHSM–Arts and Culture, in order for them to futher explore the area of focus being considered, to further develop their skills, and to gain a better understanding of the SHSM–Arts and Culture.

Schools and boards can also provide opportunities for students to explore occupations in the sector through experiential learning. These experiences could include job shadowing, visiting art galleries, and participating in the Ontario Arts Council's Artist in Education workshops.

Grades 11 and 12: Specialization

Students acquire the sector-specific knowledge and skills required to earn their OSSD with an SHSM–Arts and Culture by completing its five required components. Students and their parents/guardians are encouraged to consult with guidance counsellors and teachers to select the courses that will enable them to pursue their goals.

Arts and culture sector contacts have identified knowledge of entrepreneurship and basic business practices as important for students as they prepare for careers in this sector. It is, therefore, required that in Grade 11 students in this SHSM complete a business studies course.

Some students may need to earn some of the required credits for the SHSM in arts and culture in the summer or evening, or through e-learning. Co-op placements that focus on cultural activities are often scheduled in the summer or evening.

Students in Grade 12 may want to earn the arts and culture major credits required in that grade in the first half of the school year so that they are better prepared for college and university portfolio interviews and performance auditions, which are usually held in January and February. For the same reason, they may also want to complete as many sector-recognized certifications and training courses/programs as they can in the first half of the year. Wherever possible, they should include documentation such as a certificate or proof of completion of these certifications and training courses/programs in their admissions portfolio or résumé. Along with this documentation, they should include proof of their attainment of Essential Skills and work habits identifed in the OSP, as recorded in their Work Plans by employers during cooperative education placements.

Students pursuing an apprenticeship pathway should consider the Ontario Youth Apprenticeship Program (OYAP), which enables them to start an apprenticeship while earning their OSSD.

Pathways Template for the SHSM–Arts and Culture

- Shaded boxes – required credits in the bundle for the SHSM–Arts and Culture
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests

Grade 9 *Exploration*	**Grade 10** *Exploration*	**Apprenticeship Training Pathway** *Specialization*		**College Pathway** *Specialization*		**University Pathway** *Specialization*		**Workplace Pathway** *Specialization*	
		Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English	(C) English
(C) Mathematics	(C) Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics	(C) Mathematics	Mathematics
(C) Science	(C) Science	Business Studies	An optional or a compulsory credit	Business Studies	An optional or a compulsory credit	Business Studies	An optional or a compulsory credit	Business Studies	An optional or a compulsory credit
(C) Geography of Canada	(C) Canadian History	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**
(C) Core French	(C) Career Studies/ Civics	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**	**Arts and Culture Major**
(C) Healthy Active Living Education	(C) The Arts	May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11**		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
(R) The Arts *or* Integrated Technologies	(R) Communications Technology *or* The Arts	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit

* Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Sample Bundles of Credits for the SHSM–Arts and Culture

- Shaded boxes – required credits in the bundle for the SHSM–Arts and Culture
- (C) – compulsory credits for the OSSD
- (R) – courses that are recommended in light of the student's pathway and career interests
- The letters C, E, M, O, and U at the end of course codes indicate the following types of courses: C – college preparation; E – workplace preparation; M – university/college preparation; O – open; U – university preparation.
- A list of **all** courses that are approved for inclusion in the bundle of credits for an SHSM–Arts and Culture is available on the Ministry of Education website, at www.edu.gov.on.ca.

Apprenticeship Training Pathway		**College Pathway**		**University Pathway**		**Workplace Pathway**	
Grade 11	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**	**Grade 11**	**Grade 12**
An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit	An optional or a compulsory credit
(C) ENG3C English	(C) ENG4C English	(C) ENG3C English	(C) ENG4C English	(C) ENG3U English	(C) ENG4U English	(C) ENG3E English	(C) ENG4E English
(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MBF3C Foundations for College Mathematics	MAP4C Foundations for College Mathematics	(C) MCR3U Functions	MDM4U Mathematics of Data Management	(C) MEL3E Mathematics for Work and Everyday Life	MEL4E Mathematics for Work and Everyday Life
BMI3C Marketing: Goods, Services, Events	A credit related to area of focus	BMI3C Marketing: Goods, Services, Events	A credit related to area of focus	BAF3M Financial Accounting Fundamentals	SPH4U Physics	BMX3E Marketing: Retail and Service	GLN4O Navigating the Workplace
Arts and Culture Major (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*
Arts and Culture Major (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*	**Arts and Culture Major** (e.g., Dance, Dramatic Arts, Media Arts, Music, Visual Arts, Communications Technology)*
May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*		May be used as a (C) Cooperative Education (2 credits) *recommended in Gr. 11***		May be used as a (C) Cooperative Education (2 credits) *in either Gr. 11 or Gr. 12*	
CLU3E Understanding Canadian Law	A credit related to area of focus	CLU3M Understanding Canadian Law	A credit related to area of focus	CLU3M Understanding Canadian Law	A credit related to area of focus	CLU3E Understanding Canadian Law	A credit related to area of focus

* Examples of subject areas from which major credits may be selected for an SHSM–Arts and Culture with a particular area of focus.

** Students in the university pathway are advised to complete their cooperative education credits in Grade 11, in order to allow room in their timetables in Grade 12 for credits needed to meet university entrance requirements.

Draft 2007–2008

E. Occupations in the Arts and Culture Sector

The National Occupational Classification (NOC) is a system that describes and classifies all occupations in Canada using four-digit codes called National Occupation Codes (NOCs). This system and the codes are the authoritative source for occupational information in Canada. Entering one of these four-digit codes in the "Quick Search" box on the NOC website (http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml) provides occupational information related to that career.

For more information on occupations, go to the Ontario Skills Passport website (http://skills.edu.gov.on.ca), click on "Occupations and Tasks" in the navigation bar, select "Sorted by NOC", and click on the "Sample Workplace Tasks" checkmark for one of the occupations to view a description of the occupation, an overview of the Essential Skills required in the occupation, a list of sample tasks for the occupation, and assessment tools and other career and employment information related to the occupation.

The following are examples of occupations in the arts and culture sector, with corresponding NOC codes, sorted according to the type of postsecondary education or training the occupations would normally require.

Note: Some of the names of occupations given below may differ slightly from the names in the NOC. The names listed here reflect common usage by institutions and organizations in this sector in Ontario.

Apprenticeship Training

- Entertainment Industry Power Technician 5225
- Gem Setter/Goldsmith 5243
- Native Clothing and Crafts Artisan 5244
- Painter and Decorator 7294
- Patternmaker – Textile, Leather, and Fur Products 5245

College

- Actor or Comedian 5135
- Animator – Graphic Design and Illustration 5241
- Announcer and Other Broadcasters 5231
- Apparel Production Supervisor 9225
- Artisan or Craftsperson 5244
- Broadcast Technician 5224
- Film or Video Camera Operator 5222
- Graphic Arts Technician 5223
- Graphic Designer or Illustrator 5241
- Interior Designer 5242
- Other Performers 5232
- Other Technical and Coordinating Occupations in Motion Pictures, Broadcasting, and the Performing Arts 5226
- Photographer 5221
- Technical Occupations Related to Museums and Art Galleries 5212
- Theatre, Fashion, Exhibit and Other Creative Designers 5243
- Video Recording Technician 5225

University

- Author or Writer 5121
- Conductor, Composer, or Arranger 5132
- Conservator or Curator 5112
- Dancer 5134
- Painters, Sculptors, and Other Visual Artists 5136
- Producer, Director, Choreographer, and Related Occupations 5131
- Professional Occupations in Public Relations and Communications 5124

Workplace

- Camera, Platemaking, or Other Pre-Press Operations 9472
- Desktop Publishing Operator and Related Occupations 1423
- Entertainer 5232
- Graphic Artist or Illustrator 5241
- Musician or Singer 5133
- Photographic and Film Processor 9474
- Sign Maker 9498
- Textile Colourist 9443
- Weaver, Knitter, and Other Fabric-Making Occupations 9442

F. Postsecondary Programs and Training Related to Careers in the Arts and Culture Sector

The following are examples of programs and training related to careers in the arts and culture sector and the accreditations or types of accreditation each results in:

Apprenticeship Training

Entertainment Industry Power Technician	Certificate of Apprenticeship/ Certificate of Qualification
Gem Setter/Goldsmith	Certificate of Apprenticeship/ Certificate of Qualification
Native Clothing and Crafts Artisan	Certificate of Apprenticeship/ Certificate of Qualification
Painter and Decorator	Certificate of Apprenticeship/ Certificate of Qualification
Patternmaker – Textile, Leather, and Fur	Certificate of Apprenticeship/ Certificate of Qualification

College

Dance	
Dance History	Diploma
Performance Studies	Diploma
Theatre/Drama/Performing Arts	
Acting for Film, Television, and Theatre	Diploma
Audio Production, Recording, and Engineering Technology	Diploma
Comedy Writing and Performance	Diploma
Entertainment Business	Diploma
Musical Theatre	Diploma
Performing Arts Administration	Diploma
Theatre – Dramatic Arts/Performance	Diploma
Theatre Production and Technical Production	Diploma

Music

Applied Music	Diploma
Audio Engineering, Recording, Production	Diploma
Entertainment/Music Business Management	Diploma
Music	Diploma
Music Performance	Diploma
Sonic Design	Diploma

Visual/Media Arts and Design

Advertising Design and Media Sales	Diploma
Computer/Digital Animation	Diploma
Digital Video Production	Diploma
Fashion Arts/Fashion Design	Diploma
Fashion Marketing and Merchandising	Diploma
Fashion/Video Makeup Design	Diploma
Film and Television Technician	Diploma
Game Development/Multimedia Development	Diploma
Graphic Design – Advertising and Package Design	Diploma
Interior Design/Decorating	Diploma
Internet Graphic Design	Diploma
Radio Broadcasting	Diploma
Residential Design	Diploma
Television Broadcasting	Diploma
Visual, Creative, Design, Digital, and Media Arts	Diploma
Visual Merchandising Arts	Diploma

University

Dance

Dance Studies	Bachelor's degree
Theatre Performance – Dance	Bachelor's degree

Theatre/Drama/Performing Arts

Drama	Bachelor's degree
Drama and Speech Communication	Bachelor's degree

Drama in Education and Community	Bachelor's degree
Drama / Theatre Arts / Theatre Studies – Performance	Bachelor's degree
Theatre/Drama	Bachelor's degree

Music

Music	Bachelor's degree
Music – Administrative Studies	Bachelor's degree
Music Education	Bachelor's degree
Music History, Culture, Theory, and Composition	Bachelor's degree
Music Therapy	Bachelor's degree
Music Performance	Bachelor's degree

Visual/Media Arts and Design

Animation	Bachelor's degree
Applied Arts – Interior Design	Bachelor's degree
Architectural Studies	Bachelor's degree
Art History	Bachelor's degree
Communication Studies	Bachelor's degree
Creative Advertising	Bachelor's degree
Fashion Communication	Bachelor's degree
Fashion Design	Bachelor's degree
Film Studies	Bachelor's degree
Graphic Design	Bachelor's degree
Illustration	Bachelor's degree
Image Arts	Bachelor's degree
Journalism	Bachelor's degree
Visual Arts	Bachelor's degree
Visual Arts – Computer Science	Bachelor's degree
Visual Culture	Bachelor's degree

Training for the Workplace

Dance

Commercial Dance Studies	Certificate
Dance Performance Preparation	Certificate
Dance Studies	Certificate
Expressive Arts	Certificate

Theatre / Drama / Performing Arts

Introduction to Performing Arts Careers	Certificate
Performing Arts Preparation	Certificate

Music

Applied Music – Preparatory	Certificate
Digital Music Design	Certificate
Music Media Fundamentals	Certificate

Visual / Media Arts and Design

Advertising Design	Certificate
Animation and Rendering	Certificate
Architectural Modelling	Certificate
Art and Design Foundation	Certificate
Computer/Digital Animation	Certificate
Computer/Graphic Design/Image Arts	Certificate
Desktop Publishing	Certificate
Fundamentals of Interior Design	Certificate
Visual Arts Literacy and Fundamentals	Certificate

G. Resources

Associations and Other Professional Groups

Alliance of Canadian Cinema, Television and Radio Artists	www.actra.ca
Alliance of Sector Councils	www.councils.org
Canada Council for the Arts	www.canadacouncil.ca
Canadian Institute of Theatre Technicians	www.citt.org
CARFAC – Canadian Artists Representation	www.carfac.ca
Conference Board of Canada	www.conferenceboard.ca
International Technology Education Association	www.iteaconnect.org
Ontario Arts Council	www.arts.on.ca
Ontario Cooperative Education Association	www.ocea.on.ca
Ontario Council for Technology Education (OCTE)	www.octe.on.ca
Ontario School Counsellors' Association	www.osca.ca
Ontario Society for Education through Art	www.osea.on.ca
Skills Canada	www.skillscanada.com
Skills Canada – Ontario	www.skillsontario.com
Society of Composers, Authors and Music Publishers of Canada	www.socan.ca
Theatre Ontario	www.theatreontario.org

Careers

Apprentice Search	www.apprenticesearch.com
Canada Job Futures	www.jobfutures.ca
Career Cruising	www.careercruising.com
Cultural Human Resources Council	www.culturalhrc.ca
Employment Ontario	www.edu.gov.on.ca/eng/tec/etlanding.html

Job Bank	www.jobbank.gc.ca
Labour Market Information	www.labourmarketinformation.ca
Ontario Prospects	www.ontarioprospects.info
Ontario Skills Passport (OSP)	http://skills.edu.gov.on.ca
Ontario WorkInfoNet	www.onwin.ca/english
Statistics Canada	www.statcan.ca
Youth Opportunities Ontario	www.youthjobs.gov.on.ca

Education/Government/Art Institutions

Applications of Working and Learning National Project	www.awal.ca/about.asp
Federal Resources for Educational Excellence	www.free.ed.gov
Independent Learning Centre	www.ilc.org
Industry Canada	www.ic.gc.ca/epic/site/ic1.nsf/en/home
Ministry of Education	www.edu.gov.on.ca
Ministry of Labour	www.labour.gov.on.ca
Ministry of Research and Innovation	www.mri.gov.on.ca
Ministry of Training, Colleges and Universities	www.edu.gov.on.ca/eng/tcu
Ontario College Application Service	www.ontariocolleges.ca
Ontario Universities' Application Centre	www.ouac.on.ca
National Gallery of Canada	www.gallery.ca
Passport to Prosperity	www.edu.gov.on.ca/passport
Art Gallery of Ontario	www.ago.net
Royal Conservatory of Music	www.rcmusic.ca
Towes: How Do Your Skills Measure Up? Skill Plan	http://measureup.towes.com

Safety, Training, and Certifications

Canada Safety Council (CSC)	www.safety-council.org/
Canadian Centre for Occupational Health and Safety (CCOHS)	www.ccohs.ca/
Canadian Red Cross Society	www.redcross.ca
Electrical Safety Authority	www.esasafe.com

Industrial Accident Prevention Association (IAPA)	www.iapa.ca/home/home.asp
Life Saving Society	www.lifesaving.ca/
Live Safe! Work Smart!	www.livesafeworksmart.net
Passport to Safety	www.passporttosafety.com/
Prevention Dynamics	www.preventiondynamics.com
Safety Guidelines for the Live Performance Industry in Ontario	www.labour.gov.on.ca/english/hs/guidelines/liveperformance/index.html
St. John Ambulance	www.sja.ca
Virtual WHMIS	www.virtualwhmis.com
Workplace Safety and Insurance Board (WSIB)	www.wsib.on.ca

H. Appendices

Appendix A: Contextualized Learning Activities (CLAs) for the Specialist High Skills Majors

For the "other required credits" in the bundle of credits, students in a Specialist High Skills Major program must complete learning activities that are contextualized to the knowledge and skills relevant to the economic sector of the SHSM. Contextualized learning activities (CLAs) address curriculum expectations in these courses.

CLAs must take a minimum of 6 hours to complete. Boards may choose to develop one activity that takes 6 hours to complete or two or more activities that together take a minimum of 6 hours to complete.

This template must be used to describe the CLAs. The completed form must be submitted to the Ministry of Education for approval.

(continued)

Appendix A ***(continued)***

Contextualized Learning Activity (CLA) Template

Submit all material in Microsoft Word.

Contact Information

Board: _____

Development date: _____

Contact person: _____

Position: _____

Phone: ( )_____-_____ Fax: ( )_____-_____ E-mail: _____

Specialist High Skills Major	
Course code and course title	
Name of contextualized learning activity/activities	

Brief description of contextualized learning activity/activities	
Duration	*(A minimum of 6 hours to complete the CLA(s) is required.)*
Overall expectations	*(Identify the overall expectation(s) to be assessed and/or evaluated through the CLA(s). Include strand title(s).)*
Specific expectations	*(Identify the specific expectations related to the above overall expectation(s) that are addressed in the instructional and assessment strategies of the CLA(s). Include strand title(s) and suborganizer(s).)*
Essential Skills and work habits from the OSP	*(List the Essential Skills and work habits from the OSP that are addressed in the CLA(s).)*
Catholic graduate expectations (if applicable)	

Instructional/Assessment Strategies

Teacher's Notes *(Provide suggestions that will assist the teacher in delivering the CLA(s). For example, remind teachers to make sure that handouts, such as authentic workplace materials/documents used by the sector, are available for the activity.)*

Context *(Describe the workplace context for the activity/activities.)*

Strategies *(In point form, describe the sequence of instructional and assessment strategies that will support the intended learning. Attach all student handouts and worksheets.)*

Assessment and Evaluation of Student Achievement – Summary

(List all assessment and evaluation strategies and tasks, based on the strategies identified in the preceding section. Attach checklists, rubrics, correction keys, etc.)

Strategies/Tasks *(add rows as required)*	**Purpose** Assessment *for* learning (diagnostic, formative) *OR* Assessment *of* learning (summative; for evaluation)
1.	
2.	
3.	
4.	
5.	
6.	

Additional Notes/Comments/Explanations

(Provide additional suggestions for teachers that will help them deliver the CLA(s).)

Resources

(List all the resources needed to support the implementation of the CLA(s).)

Authentic Workplace Materials *(e.g., blueprints, workplace manuals, specification sheets, spreadsheets)*

Human Resources

Print

Video/DVD

Software

Websites

Other

Accommodations

(List instructional, environmental, and assessment accommodations.)

List of Attachments

(Attach all related materials, e.g., student worksheets, tests, rubrics.)

Appendix B: Forms of Experiential Learning and Related Programs

Length	Credit Value	Description	Key Elements
Job shadowing			
1/2 to 1 day (in some cases, up to 3 days)	none	one-on-one observation of a worker at a place of employment	• involves the pairing of a student with a worker in a specific occupation • may be integrated with a credit course • may be part of a student's school–work transition program
Job twinning			
1/2 to 1 day	none	one-on-one observation of a cooperative education student at his or her placement	• involves the pairing of a student with a cooperative education student • may be integrated with a credit course • may be part of a student's school–work transition program
Work experience			
1–4 weeks	none	a planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks	• involves a short-term, subject-related work placement • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Virtual work experience			
the equivalent of 1–4 weeks	none	a simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy	• involves a short-term, subject-related virtual work placement facilitated through the use of computer software and the Internet • forms an integral part of a specific credit course • requires pre-placement orientation • requires a personalized placement learning plan
Cooperative education			
full term (year or semester)	1 credit per 110-hour cooperative education credit course successfully completed	a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course	• requires a personalized placement learning plan • involves the earning of credits • requires 15 hours of pre-placement instruction • is monitored by the cooperative education teacher • has a classroom and a workplace component • involves reflective learning • requires 7 hours of integration per co-op credit

Length	Credit Value	Description	Key Elements
School–work transition programs			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with type of planned workplace experience	a combination of school- and work-based education and training involving a variety of learning opportunities	• is oriented towards students who will be entering the workforce directly after high school • involves the development of partnerships with employers • involves the enhancement of curriculum with input from employers • involves the earning of cooperative education credits
Ontario Youth Apprenticeship Program (OYAP)			
varies, but typically not less than 2 years (3–4 semesters over Grades 11 and 12)	varies with opportunities	an opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation	• is designed for students 16 years of age and older who have already earned 16 credits towards the OSSD • may involve the student's registration in an apprenticeship • requires documentation by the student and trainer regarding trade-specific competencies acquired • involves the earning of cooperative education credits

(From Ontario Ministry of Education, *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, pp. 7–8)

Appendix C: Minimum Age to Work in and Visit Ontario Workplaces[1]

<table>
<tr><th>Specialist High Skills Major[2]</th><th>Type of Workplace</th><th>Minimum Age to Work</th><th>Minimum Age to Visit / Conditions for Visiting[3]</th></tr>
<tr><td>• Arts and Culture
• Business
• Health and Wellness
• Hospitality and Tourism</td><td>Industrial establishments,[4] such as offices, stores, arenas, restaurant serving areas</td><td>14</td><td rowspan="3">The regulation governing industrial establishments (Reg. 851, R.R.O. 1990) made under the OHSA sets out minimum age restrictions for workers, covering workplaces such as offices, stores, arenas, restaurants, and factories. However, the regulation states that people younger than the specified minimum age to work may visit (but not work in) these establishments if:
• they are accompanied by a person who has attained the age of majority (i.e., 18 years of age);
• they are being guided on a tour of the industrial establishment (e.g., office, store, arena, or factory);
• they are in an area of the industrial establishment used for sales purposes; or
• they are in an area of the establishment to which the public generally has access.</td></tr>
<tr><td>• Business
• Hospitality and Tourism
• Manufacturing
• Transportation</td><td>Most factories,[5] including restaurants and any commercial kitchens, automotive service garages, produce and meat preparation or shipping and receiving areas in grocery stores, laundries, and warehouses</td><td>15</td></tr>
<tr><td>• Forestry</td><td>Logging operations[6]</td><td>16</td></tr>
<tr><td>• Construction</td><td>Construction project[7]</td><td colspan="2">16
Under the regulation governing construction projects (O. Reg. 213/91) made under the OHSA, 16 is the minimum age to work on or to visit any construction project. A person under the age of 16 may visit a construction site only when work is not being performed there. (Note that the definitions of construction and construction project include a wide variety of types of work and workplaces. It is important to review the definitions carefully. See note 7, below.)</td></tr>
</table>

All notes appear on pages 35–37.

Specialist High Skills Major[2]	Type of Workplace	Minimum Age to Work	Minimum Age to Visit / Conditions for Visiting[3]
• Mining	Surface mines,[8] mining plants[9] Underground mine Working face of a surface mine	16 18 18	The regulation governing mines and mining plants (Reg. 854, R.R.O. 1990) made under the OHSA allows for tours or visits to mines and mining plants by persons who are younger than the specified minimum age to work if they are accompanied by and under the direction of a guide.
• Agriculture • Arts and Culture • Environment • Health and Wellness • Horticulture and Landscaping	Certain workplaces (or parts thereof) may be covered, with respect to age restrictions, by regulations governing other sectors. For example, see the industrial establishments regulation (Reg. 851, R.R.O. 1990).		
• Construction • Manufacturing	Window cleaning	18	*Not applicable.* (The regulation governing window cleaning is Reg. 859, R.R.O. 1990.)

Notes to Appendix C

1. As specified in regulations made under the Occupational Health and Safety Act (OHSA). Other statutes and regulations made under those statutes also set minimum ages for various occupations.

   In addition, some workplaces have established their own, *more stringent* minimum ages for employment. For instance, some retail establishments and restaurant chains will not hire anyone under the age of 16, even though the legislated minimum age limit is lower. Similarly, some industrial establishments, and other workplaces that require the use of heavy equipment or machinery, will not hire anyone under the age of 18, even though the legislated minimum age limit might be lower. Such in-house minimum age requirements may be acceptable, as long as the limits do not conflict with the Ontario Human Rights Code or other applicable law.

2. Column 1 identifies the Specialist High Skills Majors with which the workplace categories in column 2 may be associated. Note, however, that some specialist programs may involve workplaces identified in more than one category (e.g., a business program may involve offices, factories, and construction sites). When using this chart to verify compliance

(continued)

with minimum age to work and visit requirements, always refer to the particular type of workplaces involved in the program (column 2), not to the sector to which the program relates (column 1).

3. Under certain conditions, as identified in this table, persons younger than the minimum age to work may visit, *but not work in*, certain workplaces.

4. According to the OHSA, ***industrial establishment*** means an office building, factory, arena, shop or office, and any land, buildings and structures appertaining thereto.

5. According to the OHSA, ***factory*** means

   a) a building or place other than a mine, mining plant or place where homework is carried on, where,

      i) any manufacturing process or assembling in connection with the manufacturing of any goods or products is carried on,

      ii) in preparing, inspecting, manufacturing, finishing, repairing, warehousing, cleaning or adapting for hire or sale any substance, article or thing, energy is,

         (A) used to work with any machinery or device, or

         (B) modified in any manner,

      iii) any work is performed by way of trade or for the purposes of gain in or incidental to the making of any goods, substance, article or thing or part thereof,

      iv) any work is performed by way of trade or for the purposes of gain in or incidental to the altering, demolishing, repairing, maintaining, ornamenting, finishing, storing, cleaning, washing or adapting for sale of any goods, substance, article or thing, or

      v) aircraft, locomotives, or vehicles used for private or public transport are maintained,

   b) a laundry including a laundry operated in conjunction with,

      i) a public or private hospital,

      ii) a hotel, or

      iii) a public or private institution for religious, charitable or educational purposes, and

   c) a logging operation.

6. According to the OHSA, ***logging*** means the operation of felling or trimming trees for commercial or industrial purposes or for the clearing of land, and includes the measuring, storing, transporting or floating of logs, the maintenance of haul roads, scarification, the carrying out of planned burns and the practice of silviculture.

7. According to the OHSA, ***construction*** includes erection, alteration, repair, dismantling, demolition, structural maintenance, painting, land clearing, earth moving, grading, excavating, trenching, digging, boring, drilling, blasting or concreting, the installation of any machinery or plant, and any work or undertaking in connection with a project but does not include any work or undertaking underground in a mine.

Project means a construction project, whether public or private, including,

a) the construction of a building, bridge, structure, industrial establishment, mining plant, shaft, tunnel, caisson, trench, excavation, highway, railway, street, runway, parking lot, cofferdam, conduit, sewer, water main, service connection, telegraph, telephone or electrical cable, pipe line, duct or well, or any combination thereof,

b) the moving of a building or structure, and

c) any work or undertaking, or any lands or appurtenances used in connection with construction.

8. According to the OHSA, ***mine*** means any work or undertaking for the purpose of opening up, proving, removing or extracting any metallic or non-metallic mineral or mineral-bearing substance, rock, earth, clay, sand or gravel.

9. According to the OHSA, ***mining plant*** means any roasting or smelting furnace, concentrator, mill or place used for or in connection with washing, crushing, grinding, sifting, reducing, leaching, roasting, smelting, refining, treating or research on any substance mentioned in the definition of "mine" (see note 8, above).

Program Profiles

Program Profile: Algoma District School Board

Name of Initiative	**White Pines Fine Arts Initiative**
Brief description	This Lake Superior basin–area initiative offers students the opportunity to focus on the following areas of study: visual arts, dramatic arts, vocal and instrumental music, dance, media studies, and communications technology. The program also emphasizes the multicultural and Aboriginal make-up of the community by providing students with opportunities for learning experiences that are linked to the community and businesses, and/or to First Nation partnerships. Use of the White Pines Collegiate and Vocational School auditorium as a community theatre facilitates the delivery of this program.
Number of students	40
Board	**Algoma District School Board** 644 Albert St East Sault Ste Marie ON P6A 2K7
Board contact	Name: Jan Marrelli Title: Student Success Leader Phone: 705-945-7114 Fax: 705-945-7101 E-mail: marrelj@adsb.on.ca
School	**White Pines Collegiate and Vocational School** 1007 Trunk Rd Sault Ste Marie ON P6A 6T5
School contact	Name: Mark Zorzit Title: Principal Phone: 705-945-7181 Fax: 705-945-0726 E-mail: zorzitm@adsb.on.ca
Partners:	
Business/Community	· Art Gallery of Algoma · Garden River Ojibway Band · Rose's Art Gallery · Sault Symphony · Sault Theatre Workshop
Colleges	· Algoma University College · Sault College
University	Lake Superior State University

Program Profile: Avon Maitland District School Board

Name of Initiative	**Arts Central**
Brief description	Arts Central, which specializes in six areas of focus – dance, drama, instrumental music, vocal music, visual art, and technical production – promotes crossover between disciplines, communities, and artists. Students in the program provide technical support to Arts Central productions, school assemblies, and community events.
Number of students	40
Board	**Avon Maitland District School Board** 62 Chalk St North Seaforth ON N0K 1W0
Board contact	Name: Ted Doherty Title: Superintendent of Education Phone: 519-527-0111 ext. 109 Fax: 519-527-0222 E-mail: teddohe@fc.amdsb.ca
School	**Stratford Central Secondary School** 60 St. Andrew St Stratford ON N5A 1E3
School contact	Name: Jeff Piro Title: SHSM Lead/Cooperative Education Department Head Phone: 519-271-4500 Fax: 519-273-7118 E-mail: jeffpiro@fc.amdsb.ca
Partners: **Business/Community**	• Byrd Productions • Long & McQuade • Rogers Television • Stratford Festival of Canada • Stratford Optimist Blues
College	Sheridan College
University	Ryerson University

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	**Specialized Arts Program**
Brief description	This program introduces students to the visual arts, drama, and music and enables them to explore a number of careers in these arts. The objectives are to stimulate creativity and artistic output, develop the Essential Skills required in all occupations, and help students affirm their cultural identity, in accordance with the province's aménagement linguistique policy, by encouraging them to work in French or pursue their postsecondary education in Ontario in French.
Number of students	28
Board	**Conseil des écoles catholiques de langue française du Centre-Est** 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARÉ (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3018 E-mail: royb@ceclf.edu.on.ca
School	**École secondaire catholique Béatrice-Desloges** 1999, avenue Provence Ottawa ON K4A 3Y6
School contacts	Name: Julie Matte Title: Directrice Phone: 613-820-3991 Fax: 613-830-5457 E-mail: mattej@ceclf.edu.on.ca Name: Daniel Côté Title: Enseignant Phone: 613-830-3991 Fax: 613-830-5457 E-mail: coted@ceclf.edu.on.ca

Partners:	
Business/Community	• Arts Ottawa East • L'École nationale de l'humour de Montréal • L'ensemble à vent d'Ottawa • Les tambours du patrimoine • Royal Conservatory of Music • WizArt
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil des écoles catholiques de langue française du Centre-Est

Name of Initiative	**Stage Arts and Technology**
Brief description	This SHSM introduces students to the knowledge and skills required for occupations in theatre, dance, vocal music, and instrumental music. Students have opportunities to perform on stage; work behind the stage on set design, costumes, and props; work in the control room; practise skills in the areas of lighting and sound; and learn more about computer graphics, stage design, publicity, and marketing. Students have authentic experiences in these areas in co-op placements, such as those at Théâtre Octave, a theatre space that the school shares with the Centre culturel Frontenac.
Number of students	6
Board	**Conseil des écoles catholiques de langue française du Centre-Est** 4000, rue Labelle Ottawa ON K1J 1A1
Board contact	Name: Bernard Roy Title: Surintendant de l'éducation et leader PARÉ (Programme axé sur la réussite des élèves) Phone: 613-746-3675 Fax: 613-746-3018 E-mail: royb@ceclf.edu.on.ca
School	**École secondaire catholique Marie-Rivier** 711, avenue Dalton Kingston ON K7M 8N6
School contacts	Name: Marie-Noël St-Cyr Title: Directrice Phone: 613-546-5270 Fax: 613-548-0663 E-mail: stcyrm@ceclf.edu.on.ca Name: Norbert Lepage Title: Enseignant Phone: 613-546-5270 Fax: 613-548-0663 E-mail: lepagno@ceclf.edu.on.ca

Partners:	
Business/Community	- COGECO Communications - Le Centre culturel Frontenac - Les Tréteaux de Kingston
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil scolaire de district catholique du Centre-Sud

Name of Initiative	**Specialized Program in Arts and Culture**
Brief description	This program, which offers training in dance, music, media arts, visual arts, fashion, and theatre, enables students to develop their artistic talents and better understand their role as leaders and torchbearers for their culture. Through their SHSM major credits and contextualized learning activities, students acquire the knowledge and skills they need to be successful in a career in the arts and culture sector.
Number of students	13
Board	**Conseil scolaire de district catholique Centre-Sud** 110, avenue Drewry Toronto ON M2M 1C8
Board contact	Name: Lianne Lefebvre Title: Directrice des programmes alternatifs Phone: 905-270-6318 Fax: 905-270-0185 E-mail: llefebvre@csdccs.edu.on.ca
School	**École secondaire catholique Saint-Charles-Garnier** 4101, rue Baldwin Sud Whitby ON L1R 2W6
School contact	Name: Sylvie Gendron Title: Directrice Phone: 905-655-5635 Fax: 905-655-8002 E-mail: sgendron@csdccs.edu.on.ca
Partners: **Business/Community**	- Conseil des organismes francophones de la région de Durham (COFRD) - L'Assemblée des communautés francophones de l'Ontario, Durham-Peterborough
College	College Boréal

Program Profile: Conseil des écoles publiques de l'Est de l'Ontario

Name of Initiative	**Artistic Production**
Brief description	This SHSM teaches students about artistic recording and production and the operation of technological equipment, including computers and recording equipment. Through practical experiences, students specialize in various aspects of artistic production (e.g., stage techniques, writing, instrumental music). Students benefit from working in the school's renowned Centre d'excellence artistique studio.
Number of students	144
Board	**Conseil des écoles publiques de l'Est de l'Ontario** 2445, boulevard St-Laurent Ottawa ON K1G 6C3
Board contact	Name: Suzanne Moncion Title: Surintendante de l'éducation Phone: 613-742-8960 ext. 3845 Fax: 613-842-8740 E-mail: Suzanne.moncion@cepeo.on.ca
School	**École secondaire publique De La Salle** 501, ancienne rue St-Patrick Ottawa ON K1N 8R3
School contact	Name: Rachid El Keurti Title: Directeur Phone: 613-789-0053 Fax: 613-789-1545 E-mail: rachid.elkeurti@cepeo.on.ca
Partners: **Business/Community**	• La Nouvelle-Scène • Les Productions Charbonneau • Richard Robinson Academy of Fashion Design
College	La Cité collégiale
Universities	• Université Laurentienne • Université d'Ottawa

Program Profile: Conseil scolaire de district catholique de l'Est ontarien

Name of Initiative	**Art at the Crossroads**
Brief description	This program offers courses in four areas of the arts (visual arts, theatre, dance, and music) and an annual school-wide art project. The courses, certifications, and learning experiences are planned in cooperation with the Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) and the Conseil des écoles catholiques de langue française du Centre-Est (CECLFCE).
Number of students	24
Board	**Conseil scolaire de district catholique de l'Est ontarien** 875, chemin de comté 17 L'Orignal ON K0B 1K0
Board contact	Name: Céline Carieux Title: Surintendante de l'Éducation Phone: 613-675-4691 Fax: 613-675-2789 E-mail: cadice@csdceo.on.ca
School	**École secondaire catholique de Casselman** 778, rue Brébeuf Casselman ON K0A 1M0
School contact	Name: Alain Martel Title: Directeur Phone: 613-764-2991 Fax: 613-764-3390 E-mail: martal@csdceo.on.ca
Partners:	
Business/Community	- Canadian Museum of Civilization - Francoscénie - L'Écho d'un peuple - *Le Reflet* - Séguin et Racine architectes - Studio Bérubé
College	La Cité collégiale
University	Université d'Ottawa

Program Profile: Conseil scolaire public du Grand-Nord de l'Ontario

Name of Initiative	**Centre for the Exploration of Trades in Theatre Production**
Brief description	This SHSM helps students explore a variety of theatre production careers. Students familiarize themselves with trades and professions involving performance (e.g., actor, musician, singer) and production (e.g., director, costume and scenery designer, lighting and sound technician, special effects technician).
Number of students	20
Board	**Conseil scolaire public du Grand-Nord de l'Ontario** 296, rue Van Horne Sudbury ON P3B 1H9
Board contact	Name: Charlotte Primeau Title: Conseillère pédagogique, PARÉ (Programme axé sur la réussite des élèves) Phone: 705-671-1533 ext. 2302 Fax: 705-525-9229 E-mail: primeauc@cspgno.ca
School	**École secondaire Macdonald-Cartier** 37, boulevard Lasalle Ouest Sudbury ON P3A 1W1
School contact	Name: Rolande Pilon Title: Directrice Phone: 705-566-7660 Fax: 705-566-3433 E-mail: pilonr@cspgno.ca
Partners: **Business/Community**	• Carrefour francophone – La Slague • Good Sound Advice • Ivan Pitre • Le Théâtre du Nouvel – Ontario • Stef Paquette
College	Collège Boréal
University	Université Laurentienne

Program Profile: Greater Essex County District School Board

Name of Initiative	**Walkerville Centre for the Creative Arts**
Brief description	This program helps students work towards their potential in the areas of dramatic arts, dance, vocal music, visual arts, media arts, and instrumental music. Students in the program learn theory and practise their skills by performing in the classroom, on the school auditorium stage, and in the community. The skills they acquire provide a foundation for further training in their area of focus.
Number of students	143
Board	**Greater Essex County District School Board** 451 Park St West Windsor ON N9A 5V4
Board contact	Name: Dave Scaddan Title: Special Assignment Teacher Phone: 519-255-3200 Fax: 519-255-1651 E-mail: dave.Scaddan@gecdsb.on.ca
School	**Walkerville Collegiate** 2100 Richmond St Windsor ON N8Y 1L4
School contact	Name: Vicki Houston Title: Vice-Principal Phone: 519-252-6514 Fax: 519-252-3404 E-mail: vicki.houston@gecdsb.on.ca
Partners:	
Business/Community	• Janice Brode School of Dance • South Western Ontario Industry-Education Council • St. Clair Centre for the Performing Arts • St. Clair College of Applied Arts and Technology • Theatre Alive • Windsor Light Music Theatre
University	University of Windsor

Program Profile: Halton Catholic District School Board/ Halton District School Board

Name of Initiative	**Halton Arts and Culture Program**
Brief description	This program focuses on knowledge and skills that are fundamental to the performing arts of drama, dance, musical theatre, and vocal and instrumental music. Students produce and perform in school and community productions and events. The program's sector partnerships expose students to industry-related field trips, guest speaker appearances, and workshops, and provide them with safety awareness training.
Number of students	20
Board 1	**Halton Catholic District School Board** 802 Drury Lane Burlington ON L7R 2Y2
Board contact	Name: Robert De Rubeis Title: Curriculum Consultant, Technological Education Phone: 905-632-6314 Fax: 905-632-5417 E-mail: derubeisr@hcdsb.org
Board 2	**Halton District School Board** 2050 Guelph Line Burlington ON L7R 3Z2
Board contact	Name: David Lewis Title: Coordinator – Pathways, Guidance and Cooperative Education Phone: 905-335-3663 ext. 2225 Fax: 905-332-1891 E-mail: lewisd@hdsb.ca
School	**Christ the King Secondary School** 161 Guelph St Georgetown ON L7G 4A6
Additional contact	Name: Babe Santucci Title: Curriculum Consultant Phone: 905-632-6314 Fax: 905-632-5417 E-mail: santuccib@hcdsb.org

Partners:

Business/Community	• Acting Upstage Theatre Company • Ensemble Kids! • Randolf Academy • Theatre Ontario • The Dance Element • Voice Studio
University	York University

Program Profile: Hastings and Prince Edward District School Board

Name of Initiative	**Arts and Culture SHSM**
Brief description	This program, which is offered at Centennial Secondary School but open to students attending other schools in the board, focuses on drama, music, visual arts, photography, musical theatre, and recording and technical production. It gives students opportunities to build a portfolio of experiences in these areas, and to observe or train with internationally recognized Canadian dancers and musicians and local artists.
Number of students	53
Board	**Hastings and Prince Edward District School Board** 156 Ann St Belleville ON K8N 1N9
Board contact	Name: Mandy Savery-Whiteway Title: Student Success Leader Phone: 613-966-1170 ext. 2211 Fax: 613-966-5952 E-mail: msavery-whiteway@hpedsb.on.ca
School	**Centennial Secondary School** 160 Palmer Rd Belleville ON K8P 4E1
School contact	Name: Shannon Alexander Title: Head of Guidance Phone: 613-962-9233 Fax: 613-962-9770 E-mail: salexander@hpedsb.on.ca
Partners: **Business/Community**	- Belleville Theatre Guild - County Jazz Festival - Quinte Arts Council - Quinte Ballet School of Canada - Stirling Festival Theatre
College	Loyalist College

Program Profile: Huron-Perth Catholic District School Board

Name of Initiative	ARTS 'SCAPE
Brief description	Students in this program are encouraged to create their own style or "'scape" by adding new media "overlays" (e.g., lasers, MIDI, digital photography) to traditional artistic endeavours, such as painting, sketching, composing instrumental music, and directing drama. They showcase the results of their work by performing in musical productions or concerts or by participating in juried art shows. Students also acquire the knowledge and skills necessary to become self-sustaining artists by, for example, learning how to budget, market their shows, and repair their instruments. In addition to living in the community that boasts the Stratford Festival, students benefit from visits to galleries and darkrooms, attendance at music performances, and opportunities to get to know a local artist-in-residence. In addition, they can enhance their portfolios by taking advantage of the many workshops Stratford's actors and artisans provide in lighting, the use of sound boards, conducting, stretching and repairing canvas, and music therapy.
Number of students	23
Board	**Huron-Perth Catholic District School Board** PO Box 70, 87 Mill St Dublin ON N0K 1E0
Board contact	Name: Tim Martens Title: OYAP Project Leader Phone: 519-345-2440 ext. 328 Fax: 519-345-2449 E-mail: tim_martens@hpcdsb.edu.on.ca
School	**St. Michael Catholic Secondary School** 240 Oakdale Ave Stratford ON N5A 7W2
School contact	Name: Sandie Ennett Title: SHSM Special Project Teacher Phone: 519-271-0890 Fax: 519-271-8250 E-mail: sandie_ennett@hpcdsb.edu.on.ca

Partners:	
Business/Community	- Gallery 96 - Long and McQuade - Rogers Television - Stratford Festival of Canada - Stratford Public Library
University	University of Waterloo

Program Profile: Kawartha Pine Ridge District School Board

Name of Initiative	**Arts and Culture SHSM**
Brief description	1. To ensure a broad performing arts education, the SHSM program at Campbellford District High School focuses on core, ensemble, and production skills. In addition to learning skills in a specific performing arts area, students engage in ensemble performances and acquire knowledge and skills in sound management (e.g., volume, mixing), composition, and/or multi-media production. Students plan and produce both live and studio performing arts projects. 2. The program at Cobourg District Collegiate Institute West is intended for students who love the arts, particularly drama, music, visual arts, film, and computer animation. Students explore a variety of career areas, including performing, set and costume design, sound and lighting, and recording technology. With excellent facilities, qualified and enthusiastic staff, and solid community partnerships, students have enriching arts experiences. 3. The program at Peterborough Collegiate and Vocational School, which is called Technical Theatre Studies, enables students to integrate skills related to visual arts, drama, and technical theatre. Students learn the principles of design and production, and practise skills in set building, applying theatrical make-up, lighting and sound production, and pattern drafting for costume construction. They produce radio broadcasts and provide technical support for productions both at the school and in the community. 4. Students in the program at Thomas A. Stewart Secondary School focus on their artistic skills in instrumental music/vocal music, the visual arts, and drama. They interact with and learn from a variety of professional artists and arts organizations in the community, for example, by assisting in staging theatrical and musical productions. In so doing, they develop effective teamwork and management skills. This program prepares students for both postsecondary studies and employment in such fields as photography, graphic design, and musical and theatrical production.
Number of students	398
Board	**Kawartha Pine Ridge District School Board** 1994 Fisher Dr Peterborough ON K9J 7A1
Board contact	Name: Rob Andrews Title: Superintendent of Education (SSL) Phone: 1-877-577-7048 ext. 2173 Fax: 705-742-7801 E-mail: Robert_andrews@kprdsb.ca

School 1	**Campbellford District High School** 119 Ranney St North Campbellford ON K0L1L0
School contact	Name: David Noble Title: Music Teacher Phone: 705-653-3060 Fax: 705-653-5632 E-mail: david_noble@kprdsb.ca
School 2	**Cobourg District Collegiate Institute West** 135 King St West Cobourg ON K9A 2M7
School contact	Name: Jeff Kawzenuk Title: Principal Phone: 905-372-2191 Fax: 905-372-1155 E-mail: Jeff_Kawzenuk@kprdsb.ca
School 3	**Peterborough Collegiate and Vocational School** 201 McDonnel Street Peterborough ON K9H 2W1
School contact	Name: Anita Simpson Title: Principal Phone: 705-742-0425 ext. 202 Fax: 705-742-2177 E-mail: anita_simpson@kprdsb.ca
School 4	**Thomas A. Stewart Secondary School** 1009 Armour Rd North Peterborough ON K9J 7B1
School contact	Name: Dave Lorentz Title: Vice-Principal Phone: 705-743-5230 Fax: 705-749-9452 E-mail: dave_lorentz@kprdsb.ca

Partners:

Business/Community	• Aron Theatre • Art Gallery of Peterborough • Artspace Run Centre • Bartnes and Associates • Bflat Music • Capital Theatre (Port Hope) • CHUC Radio • CKOL Radio • Cobourg Concert Band • George's Guitars • KAOS • Kiwanis Music Festival • Northumberland Gallery • Northumberland Players • Northumberland Studio 29 • Peterborough Arts Umbrella • Peterborough Theatre Guild • Showplace Peterborough • Stirling Festival Theatre • Studio 505 • Trent Radio • Victoria Concert Hall • Westben Festival Theatre
Colleges	• Fleming College • Humber College • Loyalist College
Universities	• Ryerson University • University of Toronto

Program Profile: Near North District School Board

Name of Initiative	**Arts Nipissing**
Brief description	This program has a rich history of providing students who have demonstrated an interest and talent in one or more of the arts with the opportunity to complete their high school graduation requirements while engaging in comprehensive study in one of six areas of focus in the arts – communications technology, dance, dramatic arts, visual arts, media arts, or vocal/instrumental music. Students benefit from experiential learning through job shadowing, student-facilitated workshops, cooperative education, and partnerships with local artists, galleries, performance groups, non-profit organizations, postsecondary institutions, and businesses.
Number of students	60
Board	**Near North District School Board** 963 Airport Rd PO Box 3110 North Bay ON P1B 8H1
Board contact	Name: Karin Podlatis-Brown Title: Secondary Program Coordinator/SHSM Coordinator Phone: 705-472-7015 ext. 5066 Fax: 705-472-9927 E-mail: podlatisk@nearnorthschools.ca
School	**Widdifield Secondary School** 320 Ski Club Rd North Bay ON P1B 7R2
School contact	Name: Chris Walkling Title: SHSM Arts and Culture Lead Phone: 705-472-5711 Fax: 705-474-4223 E-mail: walklingch@nearnorthschools.ca
Partners:	
Business/Community	· Apple Canada Inc. · Barbara Treleaven School of Dance · Capitol Centre · CARFAC · CBACH · Dreamcoat Fantasy Theatre · White Water Gallery · W.K.P. Kennedy
College	Canadore College
University	Nipissing University

Program Profile: Simcoe County District School Board

Name of Initiative	**Broadcast Journalism and Performance**
Brief description	This SHSM's major focus is film production. Students produce live television programs, including those covering school events, videotaped morning announcements, monthly broadcasts celebrating the success of the community, and community television programs. The program is also designed to enhance students' skills in dance, set design, drama, and music.
Number of students	44
Board	**Simcoe County District School Board** 1170 26 Hwy Midhurst ON L0L 1X0
Board contact	Name: Lorraine O'Halloran Title: Principal of Student Success Phone: 705-734-6363 ext. 11315 Fax: 705-734-6320 E-mail: lohalloran@scdsb.on.ca
School 1	**Barrie North Collegiate** 110 Grove St East Barrie ON L4M 2P3
School contact	Name: Chris Samis Title: Principal Phone: 705-726-6541 Fax: 705-725-8246 E-mail: csamis@scdsb.on.ca
School 2	**Eastview Secondary School** 421 Grove St East Barrie ON L4M 5S1
School contact	Name: Tracy McPhail Title: Principal Phone: 705-728-1321 Fax: 705-725-8246 E-mail: tmcphail@scdsb.on.ca

Partners:

Business/Community	• A Channel • Gryphon Theatre • Huronia Arts Academy • Parris Academy of Dance • Rogers TV • Talk Is Free Theatre
Colleges	• Canadore College • Georgian College • Seneca College
University	York University

Program Profile: Conseil scolaire de district des écoles catholiques du Sud-Ouest

Name of Initiative	**Soaring with the Arts**
Brief description	This SHSM offers tangible experiences related to music, visual arts, drama, and media arts to students who are passionate about art. The program equips them with the skills they will need to pursue their commitment to the arts in their chosen postsecondary destination.
Number of students	12
Board	**Conseil scolaire de district des écoles catholiques du Sud-Ouest** 7515, promenade Forest Glade Windsor ON N8T 3P5
Board contact	Name: Gina Michaud Title: Conseillère pédagogique Phone: 519-948-9227 ext. 272 Fax: 519-948-4013 E-mail: michgina@csdecso.on.ca
School	**École secondaire L'Essor** 13605, chemin St-Gregory Tecumseh ON N8N 3E4
School contact	Name: Giselle Hinch Title: Enseignante Phone: 519-735-4115 Fax: 519-735-5577 E-mail: hincgise@csdecso.on.ca
Partners:	
Business/Community	- Caisse populaire de Pointe-aux-Roches - CFTV34 – Southshore Broadcasting Inc. - Le Rempart - Place Concorde - Radio-Canada
Colleges	- Collège Boréal - La Cité collégiale

Program Profile: Toronto District School Board

Name of Initiative	**Arts Administration/Technical Pathway Program**
Brief description	This program, developed by the school's Performing Arts department, focuses on design and production, and arts administration and management. Students in the program, which is currently in its second year, produce a play or other kind of theatrical performance every summer in which they use skills acquired in the program while providing the community with an enriching arts experience.
Number of students	22
Board	**Toronto District School Board** 140 Borough Dr Scarborough ON M1P 4N6
Board contact	Name: Bernadette Shaw Title: Central Coordinating Principal, Experiential Learning Phone: 416-396-7106 Fax: 416-396-6018 E-mail: Bernadette.shaw@tdsb.on.ca
School	**R.H. King Academy** 3800 St. Clair Ave East Toronto ON M1M 1V3
School contact	Name: Tommy Jutcovich Title: Principal Phone: 416-396-5550 Fax: 416-396-5591 E-mail: tom.jutcovich@tdsb.on.ca
Partners: **Business/Community**	• CanStage • City of Toronto • Luminato • Shaw Festival
College	Centennial College
University	University of Toronto, Scarborough Campus

Program Profile: Waterloo Region District School Board

Name of Initiative	**Integrated Arts Program**
Brief description	This program aims to give students in-depth knowledge and understanding of the skills needed for a successful performing arts career. Its areas of focus are dance, drama, music (instrumental, vocal, and strings), visual/media/graphic arts, and technical production. Students have opportunities to assume a wide range of roles, including director, producer, creator of promotional material (brochures, catalogues, posters, pamphlets), ticket seller, marketer and promoter, and technical director (in charge of lighting, sound, staging, and costume and props management).
Number of students	104
Board	**Waterloo Region District School Board** 51 Ardelt Ave Kitchener ON N2C 2R5
Board contact	Name: Kim Keena Title: Coordinator Phone: 519-570-0003 ext. 4443 Fax: 519-570-5560 E-mail: kim_keena@wrdsb.on.ca
School	**Eastwood Collegiate Institute** 760 Weber St East Kitchener ON N2H 1H6
School contact	Name: Nancy Strobel Title: Principal Phone: 519-743-8265 Fax: 519-743-1002 E-mail: nancy_strobel@wrdsb.on.ca

Partners:

Business/Community

- Brava
- Beckett School of Music
- Carousel Dance Centre
- Chris Wilson
- CTV
- Dancetheatre
- Harbinger Gallery
- Homer Watson House & Gallery
- Impresa Communications Limited
- KW Art Gallery
- KW Symphony
- Music Plus
- 91.5 The Beat
- Rogers Cable
- Stratford Festival
- Theatre & Company
- Theatre Athena
- Waterloo Region Arts Council

College	Conestoga College
Universities	• University of Waterloo • Wilfrid Laurier University

Program Profile: Windsor-Essex Catholic District School Board

Name of Initiative	**SHSM Arts and Culture**
Brief description	The program focuses on the development and application of skills in the areas of dramatic arts, musical theatre, dance, vocal and instrumental music, and technical production. Specifically, students learn and use skills in performance, scenic and lighting design, stage management, video production, carpentry, and project management. As they practise these arts-specific skills, they also develop communication and collaboration skills by interacting with people in the school, community, and workplace.
Number of students	25
Board	**Windsor-Essex Catholic District School Board** 1325 California Ave Windsor ON N9B 3Y6
Board contact	Name: Linda Staudt Title: Superintendent of Education – Student Success Phone: 519-253-2481 ext. 525 Fax: 519-253-0620 E-mail: linda_staudt@wecdsb.on.ca
School	**F.J. Brennan Catholic High School** 910 Raymo Rd Windsor ON N8Y 4A6
School contact	Name: James M. Mulveney Title: Program Coordinator Phone: 519-945-2351 ext. 144 Fax: 519-945-8240 E-mail: james_mulveney@wecdsb.on.ca

Partners:

Business/Community

- Allied Lighting and Sound
- BandAyd Lighting and Sound
- Breathe Art Productions
- CBC Radio and Television
- Cogeco Cable Television
- Local 580, IATZE
- MacKenzie Hall, City of Windsor
- Manager – Cultural Affairs, City of Windsor
- Nouveau Event Planning
- St. Clair Centre for the Arts
- St. Louis Studio and Camera
- Theatre Alive
- Theatre Intrigue
- Theatre Windsor
- Windsor International Film Festival
- Windsor Light Music Theatre
- Windsor Theatre Festival

College	St. Clair College
University	University of Windsor